

Concrete Primary

535 Powdersville Main
Easley, SC 29642

Grades PK-2 Primary School

Enrollment 357 Students

Principal Patricia Russell 864-269-4571

Superintendent Dr. Wayne Fowler 864-847-7344

Board Chair Mr. Fred Alexander 864-947-9346

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

0

0

0

0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

Definition: As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for Adequate Yearly Progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for Adequate Yearly Progress.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	Excellent	N/A	N/A
2004	Excellent	Excellent	Yes
2005	Excellent	Good	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERFORMANCE RATING CRITERIA

Student attendance rate	96.4%
Student-teacher ratio in core subjects	23.6 to 1
Percent of parents attending conferences	99.0%
Days of professional development devoted exclusively to knowledge and skills in working with children less than eight years old.	5.4

Type of accreditation: *(More than one may apply)*

<input type="checkbox"/>	Not pursuing accreditation
<input type="checkbox"/>	Conducting a self-study
<input checked="" type="checkbox"/>	State Department of Education
<input checked="" type="checkbox"/>	Southern Association of Colleges and Schools
<input type="checkbox"/>	American Montessori Society
<input type="checkbox"/>	National Association for the Education of Young Children

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 357)				
First graders who attended full-day kindergarten	99.1%	Up from 89.7%	99.1%	98.8%
Retention rate	2.7%	Up from 1.9%	2.7%	4.6%
Attendance rate	96.4%	Down from 96.6%	96.4%	95.5%
With disabilities other than speech	1.6%	No change	1.6%	3.9%
Older than usual for grade	0.3%	Up from 0.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	47.8%	Up from 42.1%	47.8%	52.2%
Continuing contract teachers	69.6%	Down from 78.9%	69.6%	88.6%
Highly qualified teachers	90.0%	Down from 94.4%	90.0%	96.3%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	81.3%	Up from 76.5%	81.3%	89.1%
Teacher attendance rate	94.5%	Down from 96.4%	94.5%	94.6%
Average teacher salary	\$42,234	Up 4.9%	\$42,234	\$40,952
Prof. development days/teacher	9.8 days	Up from 9.0 days	9.8 days	16.5 days

School				
Principal's years at school	1.0	Down from 2.0	1.0	4.5
Student-teacher ratio in core subjects	23.6 to 1	Up from 23.3 to 1	23.6 to 1	19.2 to 1
Prime instructional time	90.3%	Down from 92.7%	90.3%	88.6%
Dollars spent per pupil*	\$4,818	Down 1.8%	\$4,818	\$5,871
Percent of expenditures for teacher salaries*	60.4%	Up from 58.6%	60.4%	62.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 97.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	92.6%	89.4%
Highly qualified teachers in high poverty schools	81.8%	90.1%
	State Objective	Met State Objective
Highly qualified teachers in this school	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 school year was an outstanding year for Concrete Primary. Stakeholders in the community, including the School Improvement Council, the PTSO Board, and staff members completed a two-year self-study for the Southern Association of Colleges and Schools. Concrete received an extremely positive site visit by a SACS team in March 2005. Our strategic plan remains an integral part of school life as stakeholders remain focused on enhancing student achievement.

Our theme, Reaching For The Stars, was woven throughout the instructional program during the school year. Student learning increasingly focused on a hands-on math program that included daily problem solving and project-oriented approaches. The reading and language arts program was enriched with the incorporation of leveled readers and literacy work stations within the classrooms. These initiatives, in conjunction with the Reading Counts program, continue to assist us in better serving the individual needs of the children.

Teacher learning continues to be enhanced through technology classes, university programs, and school and district professional opportunities. We have two teachers certified by the National Board for Professional Teaching Standards. Our highly trained and dedicated teachers work collaboratively and use a variety of teaching strategies to align instruction and assessment with the South Carolina Curriculum Standards.

The success of our school has to do with support from a variety of groups and organizations. Parent volunteers take pleasure in activities such as reading to classes, assisting in the workroom, and completing beautification projects on the school grounds. We are fortunate to have business partners that truly are partners in education. They support our Core Essentials Character Education Program and the Principal's Prize Patrol, recognizing students for their academic efforts. Nine active partnerships have helped to promote a better understanding of the educational process within the community. Service Learning Projects such as Cricket Claus, Pennies for Patients, collecting supplies for hurricane victims, and Tsunami relief provide our students opportunities to reach out and help others.

Concrete Primary is an extraordinary learning community where parents and staff members work together to provide a safe and nurturing environment where children develop a love and excitement for learning.

Patricia Russell, Principal
Janice Crocker, SIC Chair

EVALUATIONS BY TEACHERS

	Teachers
Number of surveys returned	25
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	95.8%